



ST. THOMAS COLLEGE (AUTONOMOUS) THRISSUR

Affiliated to
UNIVERSITY OF CALICUT

**SYLLABUS OF POLITICAL SCIENCE
(MINOR AND MULTI DISCIPLINARY COURSES)**

w.e.f. 2024 admission onwards

**St. Thomas College Four Year Under Graduate Programme
[STCFYUGP]**

MEMBERS OF BOARD OF STUDIES ECONOMICS & POLITICAL SCIENCE

| Sl.No | Name | Address | E-mail |
|-------|---|--|--|
| 1. | Mr. Emmanuel Thomas (Chairman) | HoD & Assistant Professor St.Thomas College (Autonomuos), Thrissur | etkanatt@gmail.com 9446807248 |
| 2 | Prof. Anitha V (Subject Expert from other Universities) | Professor, Department of Economics, University of Kerala | anithav@keralauniversity.ac.in, |
| 3 | Dr. George K. Alex (Subject Expert from other Universities) | Principal, St Thomas College, Kozhancherry &, Chairman UG Board of Studies , Calicut University | georgekalex@stthomascollege.info 9745050981 |
| 4 | Dr.Muneer Babu M (University Nominee) | Assistant Professor, Department of Economics, University of Calicut, Dr. John Mathai Centre | drmuneerbabu@uoc.ac.in, |
| 5 | Mr.Sutheesh A (Industrial Expert) | Senior Vice President, Federal Bank | stheesh@federalbank.co.in, |
| 6 | Mr .Vishnu K Venugopal (Alumnus) | Indian Economic Service, Govt. of India | vishnu20phd@cds.ac.in |
| 7 | Dr. Sabu P.J (Member) | Assistant Professor, St. Thomas College (Autonomous), Thrissur | Sabustc91@gmail.com 9496608326 |
| 8 | Ms. Mary K Francis (Member) | Assistant Professor, St. Thomas College (Autonomous), Thrissur | mary.kfrancis@yahoo.com 8086534657 |
| 9 | Ms. Geetha Gokul (Member) | Assistant Professor, St. Thomas College (Autonomous), Thrissur | gokul.geetha@gmil.com 9745796190 |
| 10 | Dr. Gini Paul (Member) | Assistant Professor, St. Thomas College (Autonomous), Thrissur | ginipaul7@gmail.com 9496169587 |
| 11 | Mr. Eljo Joseph T (Member) | Assistant Professor, St. Thomas College (Autonomous), Thrissur | eljojoseph20@gmail.com 9037991140 |
| 12 | Dr. Blessy Paul C (Member, Political Science) | Assistant Professor, St. Thomas College (Autonomous), Thrissur | blessypaulc@stthomas.ac.in 9446043390 |

PROGRAMME OUTCOMES

1.Knowledge Acquisition:

PO1: Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study.

2.Communication, Collaboration, Inclusiveness, and Leadership:

PO2: Exhibit effective communication skills, fostering teamwork to demonstrate transformative leadership, exercising inclusivity.

3.Professional Skills:

PO3: Apply professional skills to navigate diverse career paths with confidence and adaptability.

4.Digital Intelligence:

PO4: Utilize varied digital and technological tools proficiently to understand and interact with the digital world, effectively processing complex information.

5.Scientific Awareness and Critical Thinking:

PO5: Solve problems innovatively and mediate effectively by applying scientific understanding and critical thinking to address challenges and advance sustainable solutions.

6.Human Values, Professional Ethics, and Societal and Environmental Responsibility:

PO6: Lead responsibly with a steadfast commitment to human values, ethical conduct, and dedication to the well-being of society and the environment.

7.Research, Innovation, and Entrepreneurship:

PO7: Conduct research and lead entrepreneurial initiatives, forging collaborative partnerships with industry, academia, and communities to develop enduring solutions for local, regional, and global development.

PROGRAMME SPECIFIC OUTCOME

PSO1: Equip students to critically analyze constitutional structures and judicial decisions, focusing on minority rights and fundamental rights protections in India.

PSO2: Develop students' skills in analyzing human rights issues and engaging thoughtfully in legal and social debates on rights and discrimination in India.

Minor Courses List

I. MINOR COURSES

SET 2: INDIAN CONSTITUTION AND POLITICAL SYSTEM.....

A PREFACE TO INDIAN CONSTITUTION

POL1MN102

STATE AND POLITICS IN INDIA

POL2MN102

STATE AND POLITICS IN KERALA

POL3MN202

SET 5: HUMAN RIGHTS

HUMAN RIGHTS

POL1MN105

INDIAN CONSTITUTION AND HUMAN RIGHTS

POL2MN105

GENDER POLITICS AND FEMINIST MOVEMENTS

POL3MN205

II. MULTI-DISCIPLINARY COURSES

POL2FM106-2 SOCIAL MEDIA AND DIGITAL POLITICS.....

GROUPING OF MINOR COURSES IN POLITICAL SCIENCE

Note: The minor courses given below should not be referred to the students who have chosen Political Science as their Major Discipline. They should be referred to students from other major disciplines only

| Group No. | Sl. No. | Course Code | Title | Semester | Total Hrs | Hrs/Week | Credits | Marks | | |
|-----------|---------|-------------|-------|----------|-----------|----------|---------|----------|----------|-------|
| | | | | | | | | Internal | External | Total |

| | | | | | | | | | | |
|----|---|---|--|---|----|---|---|----|----|-----|
| I | | (Title of the Minor: Indian Constitution and Political System) (preferable for all Disciplines students) | | | | | | | | |
| | 1 | POL1MN102 | A preface to Indian Constitution | 1 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 2 | POL2MN102 | State and Politics in India | 2 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 3 | POL3MN202 | State and Politics in Kerala | 3 | 60 | 4 | 4 | 30 | 70 | 100 |
| II | | (Title of the Minor: Human Rights) (preferable for all Disciplines students) | | | | | | | | |
| | 1 | POL1MN105 | Human Rights | 1 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 2 | POL2MN105 | Indian Constitution and Human Rights | 2 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 3 | POL3MN205 | Gender Politics and Feminist Movements | 3 | 60 | 4 | 4 | 30 | 70 | 100 |

DISTRIBUTION

- (i). Students in Single Major pathway can choose course/courses from any of the Minor/groups offered by a discipline other than their Major discipline.
- (ii). Students in Major with Multiple Disciplines pathway can choose as one of the multiple disciplines, all the three courses from any one of the Minor groups offered by any discipline other than their major discipline. The minor courses should not be referred to the students who have chosen Political Science as their Major Discipline. They should be referred to students from other major disciplines only.

- (iii). Students in Major with Minor pathway can choose all the courses from any two Minor groups offered by any discipline. If the students choose any two Minor groups in Political Science as given above, then the title of the Minor will be **Political Science**.

EVALUATION SCHEME

1. The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Major and Minor courses is of 4-credits. It is evaluated for 100 marks, out of which 30 marks is from internal evaluation and 70 marks, from external evaluation. Each of the General Foundation course is of 3-credits. It is evaluated for 75 marks, out of which 25 marks is from internal evaluation and 50 marks, from external evaluation.
2. The 4-credit courses (Major and Minor courses) are of two types: (i) courses with only theory and (ii) courses with 3-credit theory and 1-credit practical.
 - In 4-credit courses with only theory component, out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 10 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.
 - In 4-credit courses with 3-credit theory and 1-credit practical components, out of the total 5 modules of the syllabus, 4 modules are for theory and the fifth module is for practical. The practical component is internally evaluated for 20 marks. The internal evaluation of the 4 theory modules is for 10 marks.
3. The students can write the external examinations in Political Science either completely in English or in Malayalam.

I.MAJOR AND MINOR COURSES

I. 1. INTERNAL EVALUATION OF THEORY COMPONENT

| Sl. No. | Components of Internal Evaluation of Theory Part of a Major / Minor Course | Internal Marks for the Theory Part of a Major / Minor Course of 4-credits | | | |
|---------|--|---|-------------------|--------------------|-----------|
| | | Theory Only | | Theory + Practical | |
| | | 4 Theory Modules | Open-ended Module | 4 Theory Modules | Practical |
| 1 | Test paper/ Mid-semester Exam | 10 | 4 | 5 | - |
| 2 | Seminar/ Viva/ Quiz | 6 | 4 | 3 | - |
| 3 | Assignment | 4 | 2 | 2 | - |
| Total | | 20 | 10 | 10 | 20* |
| | | 30 | | 30 | |

I.2.EXTERNAL EVALUATION OF THEORY COMPONENT

External evaluation carries 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the STCFYUGP based on 10-point grading system .

1.3 PATTERN OF QUESTION PAPER FOR MAJOR AND MINOR COURSES

| Duration | Type | Total No. of Questions | No. of Questions to be Answered | Marks for Each Question | Ceiling of Marks |
|-------------|--------------------|------------------------|---------------------------------|-------------------------|------------------|
| 2 Hours | Short Answer | 10 | 8 – 10 | 3 | 24 |
| | Paragraph/ Problem | 8 | 6 – 8 | 6 | 36 |
| | Essay | 2 | 1 | 10 | 10 |
| Total Marks | | | | | 70 |
| | | | | | |

2.MULTI DISCIPLINARY COURSE

| Semester | Course Code | Course Title | Total Hours | Hours/ Week | Credits | Marks | | |
|----------|-------------|-----------------------------------|-------------|-------------|---------|----------|----------|-------|
| | | | | | | Internal | External | Total |
| 2 | POL2FM106-2 | Social Media and Digital Politics | 45 | 3 | 3 | 25 | 50 | 75 |

Internal Evaluation

| Sl. No. | Components of Internal Evaluation of a General Foundation Course | Internal Marks of a General Foundation Course of 3-credits in Economics | |
|---------|--|---|-------------------|
| | | 4 Theory Modules | Open-ended Module |
| 1 | Test paper/ Mid-semester Exam | 10 | 2 |
| 2 | Seminar/ Viva/ Quiz | 6 | 2 |
| 3 | Assignment | 4 | 1 |
| Total | | 20 | 5 |
| | | 25 | |

EXTERNAL EVALUATION

External evaluation carries about 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the STCFYUGP based on 10-point grading system

PATTERN OF QUESTION PAPER FOR GENERAL FOUNDATION COURSES

| Duration | Type | Total No of Questions | No Of Questions to be answered | Marks for Each Question | Ceiling of Marks |
|----------|--------------|-----------------------|--------------------------------|-------------------------|------------------|
| 1.5hrs | Short Answer | 10 | 8-10 | 2 | 16 |
| | Paragraph | 5 | 4-5 | 6 | 24 |
| | Essay | 2 | 1 | 10 | 10 |
| | Total Marks | | | | 50 |

1. LETTER GRADES AND GRADE POINTS

- Mark system is followed for evaluating each question.
- For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below.
- The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester.
- The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.
- Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.

LETTER GRADES AND GRADE POINTS

| Sl. No. | Percentage of Marks (Internal & External Put Together) | Description | Letter Grade | Grade Point | Range of Grade Points | Class |
|---------|---|---------------|--------------|-------------|-----------------------|------------------------------|
| 1 | 95% and above | Outstanding | O | 10 | 9.50 – 10 | First Class with Distinction |
| 2 | Above 85% and below 95% | Excellent | A+ | 9 | 8.50 – 9.49 | |
| 3 | 75% to below 85% | Very Good | A | 8 | 7.50 – 8.49 | |
| 4 | 65% to below 75% | Good | B+ | 7 | 6.50 – 7.49 | First Class |
| 5 | 55% to below 65% | Above Average | B | 6 | 5.50 – 6.49 | |
| 6 | 45% to below 55% | Average | C | 5 | 4.50 – 5.49 | Second Class |
| 7 | 35% to below 45% aggregate (internal and external put together) with a minimum of 30% in external valuation | Pass | P | 4 | 3.50 – 4.49 | Third Class |
| 8 | Below an aggregate of 35% or below 30% in external evaluation | Fail | F | 0 | 0 – 3.49 | Fail |
| 9 | Not attending the examination | Absent | Ab | 0 | 0 | Fail |

- When students take audit courses, they will be given Pass (P) or Fail (F) grade without any credits.
- The successful completion of all the courses and capstone components prescribed for

the three-year or four-year programme with 'P' grade shall be the minimum requirement for the award of UG Degree or UG Degree (Honours) or UG Degree (Honours with Research), as the case may be.

COMPUTATION OF SGPA AND CGPA

- The following method shall be used to compute the Semester Grade Point Average (SGPA):

The SGPA equals the product of the number of credits (C_i) with the grade points (G_i)

scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester,

$$\text{i.e. SGPA (Si)} = \frac{\sum (C_i \times G_i) / \sum (C_i)}{\sum (C_i \times G_i) / \sum (C_i)}$$

where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course in the given semester. Credit Point of a course is the value obtained by multiplying the credit (C_i) of the course by the grade point (G_i) of the course.

$$\text{SGPA} = \frac{\sum \text{of the credit points of all the courses} \in \text{a semester}}{\text{Total credits} \in \text{that semester}}$$

ILLUSTRATION – COMPUTATION OF SGPA

| Semester | Course | Credit | Letter Grade | Grade point | Credit Point (Credit x Grade) |
|----------|----------|--------|--------------|-------------|----------------------------------|
| I | Course 1 | 3 | A | 8 | 3 x 8 = 24 |
| I | Course 2 | 4 | B+ | 7 | 4 x 7 = 28 |
| I | Course 3 | 3 | B | 6 | 3 x 6 = 18 |
| I | Course 4 | 3 | O | 10 | 3 x 10 = 30 |
| I | Course 5 | 3 | C | 5 | 3 x 5 = 15 |
| I | Course 6 | 4 | B | 6 | 4 x 6 = 24 |
| | Total | 20 | | | 139 |
| | SGPA | | | | 139/20 = 6.950 |

- The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.

CGPA for the three-year programme in STCFYUGP shall be calculated by the following formula.

$$\text{CGPA} = \frac{\sum \text{of the credit points of all the courses} \in \text{six semesters}}{\text{Total credits} \in \text{six semesters (133)}}$$

CGPA for the four-year programme in STCFYUGP shall be calculated by the following formula.

$$CGPA = \frac{\text{Sum of the credit points of all the courses} \in \text{eight semesters}}{\text{Total credits} \in \text{eight semesters (177)}}$$

- The SGPA and CGPA shall be rounded off to three decimal points and reported in the transcripts.
- Based on the above letter grades, grade points, SGPA and CGPA, the St Thomas College (Autonomous), Thrissur shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

The minor courses listed below should not be recommended to students who have chosen Political Science as their major discipline. These courses should instead be offered to students from other major disciplines.

SET 2: INDIAN CONSTITUTION AND POLITICAL SYSTEM

INDIAN CONSTITUTION

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL1MN102 | | | | |
| Course Title | A PREFACE TO INDIAN CONSTITUTION | | | | |
| Type of Course | Minor | | | | |
| Semester | 1 | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course provides a comprehensive exploration of the Indian Constitution, offering a detailed analysis of its historical evolution, key principles, and fundamental rights. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---------------------------------|
| CO1 | analyze judicial verdicts, especially on minority rights, fundamental rights, and religious freedom, fostering critical thinking and enhancing their legal analysis skills. | U,An | F | Instructor-created exams / Quiz |

| | | | | |
|-----|---|-------|---|---|
| CO2 | examine the organizational structures of the Indian Constitution, including the preamble, and identify the guiding principles of governance within the nation. | U, An | C | Instructor-created exams / Quiz |
| CO3 | evaluate the directive principles of state policy and assess their role in shaping governance and public policy. | U,E | C | Instructor-created exams / Home Assignments |
| CO4 | critically assess contemporary issues and interpret the roles of judicial activism, judicial review, and constitutional remedies in addressing Fundamental Rights | An,C | K | Assignments |
| CO5 | demonstrate an advanced ability to critique legal decisions and articulate informed perspectives on minority rights, fundamental rights, and religious freedom. | An | K | Seminar Presentation / Group Tutorial Work |

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (98) |
|----------|--|---|----------------|---------------|
| I | Introduction to Indian Constitution | | 12 | 24 |
| | 1 | Constitution: Meaning and Classifications Constitution and Constitutionalism | 3 | |
| | 2 | Constituent Assembly and the drafting process | 3 | |
| | 3 | Salient Features of Indian Constitution | 3 | |
| | 4 | Preamble: the philosophy of the Constitution | 3 | |

| | | | | |
|------------|---|---|-----------|-----------|
| | Sections from References: Ackerman, Bruce. 1991. <i>We the People, Volume 1: Foundations</i> . Cambridge: Belknap Press. Austin, Granville. 2016. <i>Working a Democratic Constitution: The Indian Experience</i> . New Delhi: Oxford Basu, Durga Das. 2018. <i>Introduction to the Constitution of India</i> . Nagpur: Lexis Nexis. Bognador, Fabien, and Jacques Ziller. 2015. <i>Comparative Constitutional Reasoning</i> . Cambridge: Cambridge University Press. Chester, Lucy. 1995. <i>The Government of England Under Edward I</i> . Cambridge: Cambridge University Press. Choudhry, Sujit. 2011. <i>Constitution Making</i> . Oxford: Oxford University Press. Dyzenhaus, David. 2015. <i>The Constitution of Law: Legality in a Time of Emergency</i> . Cambridge: Cambridge University Press. | | | |
| II | Fundamental Rights and the Citizen | | 12 | 24 |
| | 5 | Fundamental Rights- Nature and Features | 4 | |
| | 6 | Fundamental rights in the Constitution (Article 12-35) | 4 | |
| | 7 | Criticism of Fundamental Rights | 4 | |
| | Sections from References: Sharma, Brij Kishore. 2004. <i>Indian Constitution: A Comprehensive Study</i> . New Delhi: Atlantic Publishers. Pandey, J.N. 2019. <i>Constitutional Law of India</i> . Allahabad: Central Law Agency. Tripathi, Brij Kishore. 2017. <i>Preamble of the Constitution: A Critical Appraisal</i> . New Delhi: PHI Learning. Bakshi, P.M. 2013. <i>The Preamble of the Constitution of India: Its Significance and Interpretation</i> . New Delhi: Universal Law Publishing Co. | | | |
| III | Directive Principles of State Policy | | 12 | 20 |
| | 8 | Directive Principles-Features and Classification | 4 | |
| | 9 | Implementation of Directive Principles | 4 | |
| | 10 | Fundamental Rights and Directive Principles | 2 | |
| | 12 | Fundamental Duties | 2 | |

| | | | | |
|-----------|--|---|-----------|-----------|
| | Sections from References: Stone, Geoffrey R. 1987. "Content-Based Speech Regulations and the Doctrine of Viewpoint Discrimination." <i>The Supreme Court Review</i> 1987, no. 1: 103-138. Bhatia, Gautam. 2016. <i>The Transformative Constitution: A Radical Biography in Nine Acts</i> . New Delhi: HarperCollins India. Pylee, M.V. 2012. <i>India's Constitution</i> . New Delhi: Universal Law Publishing. Kashyap, Subhash C. 2010. <i>Constitutional Law of India</i> . New Delhi: Universal Law Publishing. Dhavan, Rajeev. 2008. <i>Public Interest Litigation: Understanding the Law and Its Relevance</i> . New Delhi: Universal Law Publishing. Baxi, Upendra. 1982. <i>The Indian Supreme Court and Politics</i> . Delhi: Oxford University Press. | | | |
| IV | Working of the Constitution | | 12 | 20 |
| | 13 | Amending the constitution | 4 | |
| | 14 | Emergency Provisions | 4 | |
| | 15 | Elections and Election Commission | 4 | |
| | Sections from References: Baxi, Upendra. 1982. <i>The Crisis of the Indian Legal System: Alternatives in Development Law</i> . New Delhi: Indian Law Institute. Austin, Granville. 2003. <i>Working a Democratic Constitution: The Indian Experience</i> . New Delhi: Oxford University Press. Dhavan, Rajeev. 2011. <i>The Constitution of India: Miracle, Surrender, Hope</i> . New Delhi: Universal Law Publishing Co. Sarkar, Sudhir. 2013. <i>The Constitution of India: Historical Roots and the Modern Perspective</i> . New Delhi: Lexis Nexis. Bhattacharya, Pradeep. 2008. <i>Constitutional History of India: Including the Judicial Contributions, 1935-2007</i> . New Delhi: Lexis Nexis. Kohli, Shubhankar. 2019. <i>Understanding India's Constitution: The Spirit, Letter, and Structure</i> . New Delhi: Lexis Nexis. Sharma, R.N. 2010. <i>Introduction to the Constitution of India</i> . New Delhi: PHI Learning Pvt. Ltd. | | | |
| V | Constitutional Cases | | 12 | 10 |
| | 1 | Case studies: Example 1. Basic Structure of the Constitution: <i>Kesavananda Bharati v. State of Kerala (1973)</i> 2. Minority Rights: <i>D. A. V. College Etc v. State Of Punjab & Ors (1971)</i> 3. Fundamental Rights: <i>Maneka Gandhi v. Union Of India (1978)</i> 4. Religious Freedom: <i>Shayara Bano v. Union of India</i> | | |

| | | | | |
|--|--|-------------------------------|--|--|
| | | (Triple Talaq case) (2017) | | |
| | | Open-Ended Discussions | | |
| | | Group Assignment | | |

Books and References:

Austin, Granville. 2008. *Indian Constitution: A Cornerstone of a Nation*. New Delhi: OUP.

Avasthi, A. P. 2012. *Indian Government and Politics*. New Delhi: Lakshmi Narayan Agarwal.

Basu, Durga Das. 2010. *Introduction to the Constitution of India*. New Delhi: Prentice Hall.

Chakrabarthy, Bidyut. 2008. *Indian Government and Politics*. New Delhi: Sage.

Chandra, A., W. H. J. Hubbard, and S. Kalantry. 2019. "The Supreme Court of India: An Empirical Overview of the Institution." In *A Qualified Hope: The Indian Supreme Court and Progressive Social Change*, edited by G. N. Rosenberg, S. Krishnaswamy, and S. Bail, 43-76. Cambridge University Press.

Choudhry, Sujit, Madhav Khosla, and Pratap Bhanu Mehta, eds. 2016. *The Oxford Handbook of the Indian Constitution*. Oxford: Oxford University Press.

Fadia, B. L. 2010. *Indian Government and Politics*. New Delhi: Sahitya Bhavan Publications.

Johari, J. C. 2008. *Indian Political System*. New Delhi: Anmol Publications.

Kanth, Laxmikanth. 2010. *Indian Polity*. New Delhi: TATA Magrow.

Kashyap, Subhash C. 2019. *Constitution Of India - A Handbook For Students*. India: Vitasta Publishing Pvt. Ltd.

Kashyap, Subhash C. 2008. *Our Political System*. New Delhi: National Book Trust.

Louis, Prakash. 2014. *Rights of the Minorities in India*. New Delhi: Manak Publications.

Mody, Zia. 2013. *Ten Judgements that Changed India*. New Delhi: Shobhaa De Books.

Noorani, G. 2006. *Constitutional and Citizen's Rights*. New Delhi: OUP.

Pylee, M. V. 2010. *India's Constitution*. New Delhi: Vikas.

Pylee, M. V. 2004. *An Introduction to the Constitution of India*. New Delhi: S.Chand (G/L) & Company Ltd.

Raju, M.P. 2002. *Minority Rights: Myth or Reality*. New Delhi: Media House.

Sathe, S. P. 2002. *Judicial Activism in India: Transgressing Borders and Enforcing Limits*. Oxford: Oxford University Press.

Shama, B. K. 2007. *Introduction to the Constitution of India*. New Delhi: Prentice Hall.

Singh, N. P., and R. Saxena. 2014. *Indian Politics, Constitutional Foundations and Institutional Functions*. New Delhi: PHI.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | 3 | 3 | 3 | | | | 3 | 2 | |
| CO 2 | 2 | | 3 | | | | 2 | | |
| CO 3 | | 3 | | 3 | | | 3 | 2 | |

| | | | | | | | | | |
|------|---|---|--|--|---|--|---|---|--|
| CO 4 | | 3 | | | | | 3 | 3 | |
| CO 5 | 3 | 3 | | | 2 | | 3 | 3 | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | ✓ | ✓ |
| CO 2 | ✓ | | ✓ |
| CO 3 | ✓ | | ✓ |
| CO 4 | | ✓ | ✓ |
| CO 5 | | ✓ | ✓ |

STATE AND POLITICS IN INDIA

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL2MN102 | | | | |
| Course Title | State and Politics in India | | | | |
| Type of Course | Minor | | | | |
| Semester | II | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course delves into the core principles shaping Indian governance, offering a comprehensive exploration of the Indian judicial system, the nuanced interplay between federalism and unitary features within the Constitution, and the organizational structures of both central and state governments. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | analyze the foundational aspects that shape India's political landscape, including insights into the judiciary, federal structures, and governance dynamics. | An | F | Instructor-created exams / Quiz |
| CO2 | Assess the composition and powers of India's judicial system, becoming proficient in evaluating the roles of judicial activism, judicial review, and constitutional remedies in protecting fundamental rights. | E | C | Instructor-created exams / Quiz |
| CO3 | Examine the directive principles of state policy and determine their role in influencing governance and public policy | An | C | Instructor-created exams / Home Assignments |

| | | | | |
|--|--|---|---|--|
| CO4 | critically evaluate contemporary challenges, interpreting the roles of judicial activism, judicial review, and constitutional remedies in addressing Fundamental Rights. | E | K | Assignment / Observation of Case studies |
| CO5 | demonstrate advanced skills in critiquing legal decisions and articulate informed perspectives on minority rights, fundamental rights, and religious freedom. | E | P | Seminar Presentation / Group Tutorial Work |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (98) |
|----------|------------------|--|----------------|---------------|
| I | Executive | | 12 | 24 |
| | 1 | The Union Executive- President- Election of the President – Impeachment- Powers and Functions of the President -Vice President | 3 | |
| | 2 | Prime Minister and The Council of Ministers - Appointment of the Prime Minister- Powers and Functions | 3 | |
| | 3 | State Executive – Governor; Constitutional Position of Governor- Appointment -Powers and Functions | 3 | |
| | 4 | Chief Minister- Appointment of Chief Minister - Powers and Functions of Chief Minister-Council of Ministers | 3 | |
| | | Sections from References: Pylee, M.V. (2005) Constitutional Government in India. Delhi: S. Chand & Company. Sarkar, Sudhir Ranjan. (1973) Judicial Control of Administrative Action in India. Bombay: N.M. Tripathi Pvt. Ltd. Rao, P. S. Narayana. (1985) Independence of the Judiciary. Calcutta: Eastern Law House. Sharma, J.N. (2006) Constitutional Law of India. Allahabad: Central Law Agency. Bhagwati, P. N., & Bhagwati, P. R. (2004) Courting the | | |

| | | | |
|------------|--|-----------|-----------|
| | <p>People: Public Interest Litigation in Post-Emergency India. New Delhi: Oxford University Press.</p> <p>Basu, D. D. (2013) Introduction to the Constitution of India. Nagpur: LexisNexis Butterworths.</p> <p>Austin, Granville. (1999) The Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press.</p> | | |
| II | Legislature | 12 | 24 |
| | 5 The Union Legislature - Lok Sabha and the Rajya Sabha, composition, powers and functions - Role of Speaker | 4 | |
| | 6 Legislative Procedure , Parliamentary committees, Parliamentary Privileges. | 4 | |
| | 7 State Legislature- Organisation, Powers and Functions. | 4 | |
| | <p>Sections from References:</p> <p>Dua, A. S. (2018). The President of India: Powers and Functions. New Delhi: Orient BlackSwan.</p> <p>Shukla, S. K. (2016). Vice President of India: Constitutional Perspectives. Mumbai: Lexis Nexis.</p> <p>Kashyap, S. C. (2017). The Prime Minister and the Cabinet System. Delhi: Pearson India Education Services.</p> <p>Arora, R. K. (2019). Indian Civil Service: Historical Evolution and Contemporary Relevance. Chicago: University of Chicago Press.</p> <p>Baxi, U. (2015). Governors and Governance in India. Hyderabad: Orient BlackSwan.</p> <p>Singh, M. K. (2018). Chief Minister and State Council of Ministers. Kolkata: Rupa Publications.</p> <p>Gupta, A. K. (2020). State Public Service Commissions: A Comprehensive Study. New York: Routledge.</p> <p>Basu, D. D. (2016). Introduction to the Constitution of India. Allahabad: Lexis Nexis.</p> <p>Chand, H. (2017). Constitutional Bodies in India: Role and Functioning. Mumbai: Eastern Book Company.</p> <p>Subramanian, K. (2019). Cabinet Responsibility in India: A Comprehensive Analysis. Delhi: Cambridge University Press India.</p> <p>Maheshwari, S. R. (2018). Comparative Politics: Government and Politics in India and the United States. Chicago: University of Chicago Press.</p> <p>Verma, S. P. (2015). Impeachment of the President of India: An Analytical Study. New Delhi: Manas Publications.</p> | | |
| III | Judiciary | 10 | 20 |
| | 8 The Supreme Court- Composition , Powers and Functions | 3 | |
| | 9 The High Courts -Composition, Powers and Functions. | 3 | |
| | 10 Subordinate Courts, Judicial Activism, Judicial | 4 | |

| | | | | |
|-----------|--|---|-----------|-----------|
| | | review, Public Interest Litigation, Tribunals | | |
| | Sections from References: D'souza, Rochelle. 2018. Parliamentary Democracy in India: A Critical Appraisal. New Delhi: Oxford Chatterjee, Shibani Kinkar. 2020. The Indian Parliament: A Critical Appraisal. Mumbai: Allied Sharma, R.K. 2015. Role of the Speaker in the Lok Sabha. Delhi: Academic Excellence. Legislative Procedure and Parliamentary Committees: Mukherjee, Subrata. 2019. Parliamentary Committees in India: Structure, Role, and Functioning. Kolkata: K.P. Bagchi & Company. Sen, Amartya. 2017. Parliamentary Sessions and Opposition Leadership in India. Chennai: Orient Blackswan. Rao, C.L. 2016. Parliamentary Privileges in India. Hyderabad: Asia Law House. | | | |
| IV | Federal and Unitary Features | | 14 | 20 |
| | 11 | Federal Features- Division of Powers- Union List- State List- Concurrent List | 4 | |
| | 12 | Unitary Features- Centre State Relations- Administrative Relations. | 4 | |
| | 13 | Fiscal Federalism and Financial Relations, Decentralization | 3 | |
| | 14 | Challenges to Indian federalism | 3 | |
| | Sections from References: Dua, J.C. 2005. Federal Structure of India: A Study of Union-State Relations. New Delhi: Concept Publishing Company. Ghai, Yash. 1982. The Political Economy of Indian Federalism. New Delhi: Oxford University Press. Basu, Durga Das. 2013. Introduction to the Constitution of India. Nagpur: Lexis Nexis. Austin, Granville. 1999. Working a Democratic Constitution: A History of the Indian Experience. New Delhi: Oxford University Press. Sharma, Brij Kishore. 2001. Distribution of Legislative Powers in India. Lucknow: Eastern Book Company. | | | |
| V | Interstate Issues And Regional Politics | | 12 | 10 |

| | | | | |
|--|---|---|--|--|
| | 1 | Case studies /Group assignments <ol style="list-style-type: none"> 1. Role of the Judiciary in the Strengthening of Indian Democracy 2. Engage in discussions on contemporary governmental issues and propose practical solutions. | | |
| | | | | |

Books and References:

Austin, Granville. 2008. *Indian Constitution: A Cornerstone of a Nation*. New Delhi: OUP.

Avasthi, A. P. 2012. *Indian Government and Politics*. New Delhi: Lakshmi Narayan Agarwal.

Basu, Durga Das. 2010. *Introduction to the Constitution of India*. New Delhi: Prentice Hall.

Chakrabarty, Bidyut. 2008. *Indian Government and Politics*. New Delhi: Sage.

Chandra, A., W. H. J. Hubbard, and S. Kalantry. 2019. "The Supreme Court of India: An Empirical Overview of the Institution." In *A Qualified Hope: The Indian Supreme Court and Progressive Social Change*, edited by G. N. Rosenberg, S. Krishnaswamy, and S. Bail, 43-76. Cambridge University Press.

Choudhry, Sujit, Madhav Khosla, and Pratap Bhanu Mehta, eds. 2016. *The Oxford Handbook of the Indian Constitution*. Oxford: Oxford University Press.

Fadia, B. L. 2010. *Indian Government and Politics*. New Delhi: Sahitya Bhavan Publications.

Johari, J. C. 2008. *Indian Political System*. New Delhi: Anmol Publications. Kanth, Laxmikanth. 2010. *Indian Polity*. New Delhi: TATA Magrow.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|------|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | 3 | | 3 | | | | 3 | | 2 |
| CO 2 | 3 | | 3 | | 3 | | | | |
| CO 3 | 2 | | 2 | | | | 2 | | |
| CO 4 | | 3 | | | | | 3 | | 3 |
| CO 5 | 3 | 3 | | 2 | | | 3 | | 2 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | | ✓ |
| CO 2 | ✓ | | ✓ |
| CO 3 | ✓ | | ✓ |
| CO 4 | | ✓ | ✓ |
| CO 5 | | ✓ | ✓ |

STATE AND POLITICS IN KERALA

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL3MN202 | | | | |
| Course Title | State and Politics in Kerala | | | | |
| Type of Course | Minor | | | | |
| Semester | III | | | | |
| Academic Level | 200-299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course intends to create an in-depth understanding of modern Kerala, its society, polity and economy. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | identify key features of Kerala's political system, including its institutions, governance structures, and political parties. | R | F | Instructor-created exams / Quiz |
| CO2 | evaluate the Kerala Model of Development and identify the social and cultural dynamics of Kerala, including its diverse communities, caste system, religious composition, and socio-economic indicators. | E | C | Instructor-created exams / Quiz |
| CO3 | summarize how societal factors shape state policies and examine the state's interactions with various societal groups, such as marginalized communities, interest groups, and civil society organizations. | U | C | Instructor-created exams / Home Assignments |
| CO4 | Interpret and assess the policy-making and implementation processes in Kerala. | An | K | Assignment |

| | | | | |
|--|---|----|---|--|
| CO5 | analyze Kerala's political landscape, including its contemporary challenges and issues facing significant segments of its population. | An | K | Seminar Presentation / Group Tutorial Work |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (98) |
|------------|---|---|--------------------|---------------|
| I | MAKING OF MODERN KERALA | | 12 | 28 |
| | 1 | Caste and class structure in Kerala | 4 | |
| | 2 | Social Reformers -Ayyankali, Sree Narayana Guru, Chattambi Swamikal, Vakkom Abdul Khader Moulavi , Role of Missionaries | 4 | |
| | 3 | Rise of representative institutions | 4 | |
| | Sections from References: Nayar, K. Balachandran. (1992). <i>In Quest of Kerala</i> . New Delhi: Mittal Publications. Pillai, K. R. Ramakrishna. (1972). <i>Caste, Class, and Social Inequality in Kerala</i> . Trivandrum: Kerala Historical Society. Menon, A. Sreedhara. (2007). <i>A history of Kerala, 1498-1801</i> . Trivandrum: Kerala Historical Society. | | | |
| II | GENESIS OF SOCIAL AND POLITICAL ACTIVISM | | 15 | 20 |
| | 4 | Channar Lahala | 2 | |
| | 5 | Malayali and Ezhava Memorial | 2 | |
| | 6 | Temple Entry Movements – Vaikom and Guruvayoor | 2 | |
| | 7 | Abstention movement | 3 | |
| | 8 | Development of National movement, Peasant movements, Trade Union Movements | 3 | |
| | Sections from References: Nossiter, T. J. (1982). <i>Communism in Kerala: A Study in Political Adaptation</i> . Delhi: Vikas Publishing House. Zachariah, K. C., & Rajan, S. Irudaya. (2001). <i>Migration, Remittances and Employment in the State of Kerala, India</i> . New Delhi: Sage Publications India Pvt Ltd. Nair, T. G. (1989). <i>Channar Lahala and the Ezhava Memorial</i> . Trivandrum: Kerala Historical Society. Pillai, M. G. S. (1971). <i>The Vaikom struggle and the Guruvayur satyagraha</i> . Madras: New Century Book House. | | | |
| | Iyer, K. N. (1988). <i>Emergence of Nationalism in Kerala: A Study of Political Developments in Kerala, 1896-1921</i> . New Delhi: Mittal Publications. | | | |
| III | FORMATION OF KERALA AND POLITICAL PROCESS | | 12 | 25 |
| | 9 | Aikya Kerala Movement, Land reforms, Vimochana Samaram | 4 | |
| | 10 | Coalition Politics - Emerging Trends | 4 | |

| | | | | |
|-----------|--|---|-----------|-----------|
| | 11 | Working of Panchayathiraj institutions – Peoples Planning Programme | 4 | |
| | Sections from References: Sankaran, K. (2010). Trade Union Movement in Kerala: An Historical Perspective. New Delhi: A.P.H. Publishing Corporation Menon, N. R. (1996). Aikya Keralam Movement. Thiruvananthapuram, Kerala: Kerala Historical Society. Panikkar, K. N. (2007). Land Reforms in Kerala. Delhi, India: Kalpaz Publications. Kumar, K. S. (2013). Vimochana Samaram: A Historical Perspective. Hyderabad, Telangana: Orient BlackSwan. Pillai, V. N. (2018). Coalition Politics: Emerging Trends. Mumbai, Maharashtra: Himalaya Publishing House. Rajan, R. (2005). Working of Panchayathiraj Institutions: People's Planning Programme. New Delhi, India: Atlantic Publishers & Distributors. Abraham, P. (2009). Kerala's People's Plan: A Review. Chennai, Tamil Nadu: Orient Longman. | | | |
| IV | KERALA MODEL OF DEVELOPMENT | | 12 | 25 |
| | 12 | Kerala Model of Development- Features and Challenges | 4 | |
| | 13 | Poverty Alleviation- Kudumbasree | 4 | |
| | 14 | Kerala Diaspora | 4 | |
| | Sections from References: Pillai, K. N., & Bhavadasan, S. K. (2010). <i>Kerala's Economic Development: Performance and Problems in the Post-Liberalization Period</i> . New Delhi, India: Sage Publications India Pvt Ltd. Mohanakumar, S. (2015). <i>Kudumbashree: Towards Gender Equality and Women Empowerment</i> . Thiruvananthapuram, India: Centre for Development Studies. Nair, P. S. (Ed.). (2003). <i>Kerala's Economic Development: Issues and Problems</i> . New Delhi, India: Response Books. Irudayarajan, M. S. (2012). <i>Kerala's Gulf Connection: CDS Studies on International Labour Migration from Kerala</i> . Thiruvananthapuram, India: Centre for Development Studies. Nair, J. (2016). <i>Development and Democracy in Kerala: Challenges of Electoral Politics</i> . Kolkata, India: Sage Publications India Pvt Ltd. Radhakrishnan, M. G. (2001). <i>Environmental Movements in India: Kerala Experience</i> . Trivandrum, India: Kerala Sastra Sahitya Parishad. | | | |
| V | Role of Movements in Kerala Political System | | 12 | 10 |
| | 1 | Case studies Real-World Issues Open-Ended Discussions Group Assignment | 12 | |

Books and References:

John, P. (1983). Coalition Governments in Kerala. Trivandrum: Institute for the Study of Public Policy and Management.

Tharamangalam, J. (Ed.). (2006). Kerala: The Paradoxes of Public Action and Development. New Delhi: Orient Longman.

Mathew, E. T. (Ed.). (2003). Dynamics of Migration in Kerala: Dimension, Differential and Consequences. New Delhi: Orient Longman.

Nossiter, T. R. (1982). Communism in Kerala: A Study in Political Adaptation. New Delhi: Oxford University Press.

Oommen, M. A. (Ed.). (1999). Kerala's Development Experiences: Vols. I & II. New Delhi: Concept Publishing Company.

Ramakrishnan Nair, R. (n.d.). Constitutional Experiments in Kerala. Trivandrum: Kerala Academy of Political Sciences.

Jeffrey, R. (1993). Politics, Women and Well-being: How Kerala Became a Model?. New Delhi: Oxford University Press.

Jeffrey, R. (n.d.). Decline of Nair Dominance: Society and Politics in Travancore, 1847-1907. New Delhi: Vikas Publishing.

Issac, T. M., & Frank, R. (2000). Local Democracy and Development: The People's Campaign for Decentralised Planning in Kerala. New Delhi: LeftWord Books.

Jose, C. N. (1986). Kerala: Dynamics of State Politics. Delhi: Sterling Publishers.

K P Kannan (2018), Kerala in Transition: Essays on economy, polity and Society, Cost Ford, Thrissur

Reghu, Anchayil. 2015. Nivarthanam -Samoothika Neethiyude Ithihasam(Mal),. Thiruvananthapuram: Kerala Bhasha Institute.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | |
| CO 2 | 3 | | | | | | | | |
| CO 3 | | | | 3 | | | | | |
| CO 4 | | 2 | | 3 | | | | | |
| CO 5 | | | | 3 | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|-------------|
| - | Nil |

| | |
|---|--------------------|
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | | ✓ |
| CO 2 | ✓ | | ✓ |
| CO 3 | ✓ | | ✓ |
| CO 4 | | ✓ | ✓ |
| CO 5 | | ✓ | ✓ |

SET 5: HUMAN RIGHTS

HUMAN RIGHTS

| | | | | | |
|----------------|--------------------------------|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL1MN105 | | | | |
| Course Title | HUMAN RIGHTS | | | | |
| Type of Course | Minor | | | | |
| Semester | I | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |

Board of Studies Economics and Political Science , St Thomas College (Autonomous), Thrissur

| | | | | | |
|----------------|--|---|---|---|----|
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course explores the principles, laws, and historical contexts that define and protect the fundamental rights and freedoms of individuals globally. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|---|
| CO1 | trace the historical development of rights and human rights, analyzing their evolution from ancient philosophical concepts to modern legal frameworks and international conventions. | U | C | Instructor-created exams / Quiz |
| CO2 | Analyse the ability to engage in respectful dialogue and collaboration with diverse perspectives on rights issues, promoting empathy, cooperation, and human dignity. | An | C | Assignment / Discussion |
| CO3 | critically assess current debates and controversies surrounding rights and human rights, such as civil liberties, social justice, minority rights, and the intersectionality of oppression. | C | P | Seminar Presentation / Group Tutorial Work |
| CO4 | evaluate the effectiveness of UN mechanisms, including treaty bodies, special rapporteurs, and the Universal Periodic Review, in promoting and safeguarding human rights worldwide.. | E | C | Instructor-created exams / Home Assignments |
| CO5 | Analyse strategies to promote and advance rights and human rights within their communities and society through activism, lobbying, and grassroots organizing. | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (98) |
|----------|---------------------|--|--------------|------------|
| I | INTRODUCTION | | 12 | 20 |
| | 1 | Human Rights: Meaning, Evolution, Importance | 4 | |

| | | | | |
|------------|--|---|-----------|-----------|
| | 2 | Natural Rights: Theoretical Perceptions <ul style="list-style-type: none"> • St.Thomas Aquinas • Thomas Hobbes • John Locke • Jean Jacques Rousseau | 4 | |
| | 3 | Classifications of Human Rights | 4 | |
| | Sections from References: <ol style="list-style-type: none"> 1. Alston, Philip. 2013. <i>The Architecture of Human Rights</i>. Oxford University Press. 2. Donnelly, Jack. 2013. <i>Universal Human Rights in Theory and Practice</i>. Cornell University Press. 3. Glendon, Mary Ann. 2001. <i>A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights</i>. Random House. 4. Iverson, Duncan. 2018. <i>Rights</i>. New York: Routledge. | | | |
| II | UN AND HUMAN RIGHTS | | 12 | 24 |
| | 3 | Universal Declaration of Human Rights | 3 | |
| | 4 | ICCPR | 3 | |
| | 5 | ICESCR | 3 | |
| | 6 | UN Commission on Human Rights (UNCHR) | 3 | |
| | HUMAN RIGHT INSTITUTIONS AND MECHANISMS | | | |
| III | | | 12 | 24 |
| | 7 | United Nations Human Rights Institutions and Mechanisms-ECOSOC, Security Council | 4 | |
| | 8 | Amnesty International, Human Rights Watch, Red Cross | 4 | |
| | 9 | Media and Human Rights | 4 | |
| | Sections from References: <p>Smith, Rhona K.M., and Christien van den Anker. 2005. <i>The Essentials of Human Rights</i>. London: Hodder Arnold.</p> <p>Moeckli, Daniel, Sangeeta Shah, and Sandesh Sivakumaran, eds. 2014. <i>International Human Rights Law</i>. Oxford: Oxford University Press.</p> | | | |
| | <p>Goodhart, Michael. 2013. <i>Human Rights: Politics and Practice</i>. Oxford: Oxford University Press.</p> <p>Chetail, Vincent, and Céline Bauloz, eds. 2016. <i>Research Handbook on International Law and Migration</i>. Cheltenham, UK: Edward Elgar Publishing.</p> <p>Weiss, Thomas G., Tatiana Carayannis, Louis Emmerij, and Richard Jolly. 2009. <i>UN Voices: The Struggle for Development and Social Justice</i>. Bloomington: Indiana University Press.</p> <p>Hopgood, Stephen. 2013. <i>The Endtimes of Human Rights</i>. Ithaca, NY: Cornell University Press.</p> <p>Mertus, Julie A. 2009. <i>The United Nations and Human Rights: A Guide for a New Era</i>. London: Routledge.</p> | | | |
| IV | HUMAN RIGHT- CONCERNS | | 12 | 20 |
| | 10 | Issues of Women, Children, Minorities and LGBTQAI+ | 3 | |
| | 11 | Fundamentalism | 3 | |
| | 12 | Communalism | 3 | |
| | 13 | Terrorism | 3 | |

| | | | | |
|----------|--|--|-----------|----|
| | Sections from References: <ol style="list-style-type: none"> 1. Amnesty International. Annual Report 2022. The State of the World's Human Rights. New York: Amnesty International. 2. Aslan, Reza. 2005. <i>No god but God: The Origins, Evolution, and Future of Islam</i>. New York: Random House. 3. Brass, Paul R. <i>Riots and Pogroms</i>. 1996. Delhi: Oxford University Press. 4. Forsythe, David P. 2012. <i>Human Rights in International Relations</i>. Cambridge: Cambridge University Press. 5. Hoffman, Bruce. 2006. <i>Inside Terrorism</i>. New York: Columbia University Press. 6. Martin, William C. 1996. <i>With God on Our Side: The Rise of the Religious Right in America</i>. New York: Broadway Books, 7. Sen, Amartya. 2009. <i>The Idea of Justice</i>. Chicago: The University of Chicago Press. 8. Stern, Jessica. 2003. <i>Terror in the Name of God: Why Religious Militants Kill</i>. New York: HarperCollins. 9. United Nations. Convention on the Elimination of All Forms of Discrimination Against Women. Geneva: United Nations, 1979. 10. Varshney, Ashutosh. 2002. <i>Ethnic Conflict and Civic Life: Hindus and Muslims in India</i>. New Haven: Yale University Press. | | | |
| V | NGOs and Human Rights | | 12 | 10 |
| | 1 | Case studies Open-Ended Exploration and Assessment: Group Assignment: | 12 | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | 2 | 3 | | | | 2 | | |
| CO 2 | | 3 | | 3 | | | | 3 | |
| CO 3 | | 3 | | | | | 3 | 3 | |
| CO 4 | | 3 | 2 | | | | 3 | | |
| CO 5 | | 3 | | | 3 | | | 3 | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | | ✓ |
| CO 2 | ✓ | | ✓ |
| CO 3 | ✓ | | ✓ |
| CO 4 | | ✓ | ✓ |
| CO 5 | | ✓ | ✓ |

INDIAN CONSTITUTION AND HUMAN RIGHTS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science. | | | | |
| Course Code | POL2MN105 | | | | |
| Course Title | INDIAN CONSTITUTION AND HUMAN RIGHTS | | | | |
| Type of Course | Minor | | | | |
| Semester | II | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course covers a broad spectrum of topics aimed at understanding the framework, challenges, and implementation of human rights in the Indian context. A detailed study of the Indian Constitution, focuses on fundamental rights, the role of the judiciary, and the directives for the state to ensure human rights. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|---|
| CO1 | examine the concept and status of rights in India and analyze the historical growth of human rights within the country. | U | C | Instructor-created exams / Quiz |
| CO2 | demonstrate insight into the constitutional, statutory, and institutional aspects of human rights protection in India. | Ap | C | Assignment |
| CO3 | analyze discrimination against disadvantaged sections in India and evaluate their protection under human rights frameworks. | An | C | Seminar Presentation / Group Tutorial Work |
| CO4 | identify major issues and challenges related to the realization of human rights in India. | U | C | Instructor-created exams / Home Assignments |
| CO5 | critically assess relevant cases and scenarios within the sphere of human rights | An | C | Five Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (98) |
|------------|--|--|--------------------|---------------|
| I | Human Rights Protection in India | | 12 | 24 |
| | 1 | Constitutional Framework for the Protection of Human Rights. | 3 | |
| | 2 | Preamble of the Constitution of India | 3 | |
| | 3 | Fundamental Rights a) Right to Equality b) Right to Freedom c) Right against Exploitation d) Right to freedom of religion e) Cultural and Educational Rights f) Right to Constitutional Remedies | 3 | |
| | 4 | Directive Principles of State Policy | 3 | |
| | Sections from References: Peetush, Ashwani, Jay Drydyk. 2015. <i>Human Rights India and the West</i> . Oxford University Press. Basu, D D, 2019. <i>Introduction to the Constitution of India</i> (24 th edition) Lexis Nexis. Myneni, S.R. (2016)), <i>Huuman Rights</i> , Hyderabad: Asian Law House. | | | |
| II | Human Rights Protection Structures in India | | 12 | 24 |
| | 5 | Salient features of Human Rights Protection Act 1993 | 3 | |
| | 6 | National Human Rights Commission | 2 | |
| | 7 | Appointment, Removal and Term of Members | 2 | |
| | 8 | Functions and Powers of the Commission | 2 | |
| | 9 | Procedures for dealing with complaints by the commission | 3 | |
| | Sections from References: Bhanwar, Harsh. 2008. <i>Human Rights Law in India: Protection and Implementation of the Human Rights</i> , New Delhi: Regal Pub., 2008. Aftab, Alam. 2004. <i>Human Rights in India: Issues and Challenges</i> . Delhi: Raj Publications. Awasthi, S.K. & R.P. Kataria. 2002. <i>Law Relating to Protection of Human Rights</i> . New Delhi: Orient Publishing. Shanker Sen. 2009. <i>Tryst with Law Enforcement and Human Rights: four decades in Indian Police</i> , New Delhi: APH. | | | |
| III | State Human Rights Commission | | 12 | 20 |
| | 10 | Constitution of State Human Rights Commission: Jurisdiction, and appointment of Chairperson and other members. | 3 | |
| | 11 | Responsibilities and functions of State Human Rights Commission | 3 | |
| | 12 | Human Rights Courts in Districts | 3 | |
| | 13 | Matters not subject to the jurisdiction of the commission | 3 | |

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| | Sections from References: Mishra, A. K. (2019). Human Rights and Social Justice: Role of | | |
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| | State Human Rights Commission. New Delhi, India: Kalpaz Publications. Sharma, R. S. (2020). Constitutional Law of India: Rights and Freedoms. Mumbai, India: Eastern Book Company. Kumar, A. (Ed.). (2018). Human Rights: Issues, Challenges, and Dimensions. New Delhi, India: SAGE Publications India. Arora, R. (2021). Human Rights and Justice System. New Delhi, India: Universal Law Publishing. Thakur, B. B. (2017). District Human Rights Courts: Challenges and Solutions. Mumbai, India: LexisNexis. | | |
| IV | Rights of SC/ST Communities and Minorities | 12 | 20 |
| | 14 Scheduled Caste and Scheduled Tribes (Prevention of Atrocities) Act, 1989 | 3 | |
| | 15 Violation of SC/ST Rights: Mob lynching, humiliation, rape and murder | 3 | |
| | 16 Minority Rights and National Commission for Minorities | 3 | |
| | 17 Programmes and Schemes for the Development of Minority Communities | 3 | |
| | Sections from References: Debarati Halder, Shruti S. Brahmabhatt(Edited), 2021. <i>Advancement of Human Rights in India: Contemporary and Emerging Challenges</i> , New Delhi: SAGE Publications Pvt. Ltd. Rajesh M. Basru, 2009. <i>Challenges to Democracy in India</i> , New Delhi: Oxford University Press. Batbyal, Rakesh 2005. <i>Communalism in Bengal: From Famine to Noakhali, 1943-47</i> , New Delhi: Sage Publications. Desai, A.R., 1986. <i>Violation of Democratic Rights in India</i> , Vol.1, Popular Prakashan, Bombay. Chandra, Biban. 2009. <i>Communalism in Modern India</i> . Har-Anand Publications Pvt Limited. Madhusudhan B. 2021. <i>Transgender Rights: Identity And Mobility</i> , Kalpaz Publications. J. Alberto del Real Alcala, 2017. <i>Human Rights Issues and Vulnerable Groups</i> , Bentham Science Publishers. Janetius, S. T., 2012. <i>Human Rights and Abuse on Elderly People</i> , Discovery Publishing Pvt.Ltd. Ali Nawaz Zaidi, S. 2010. <i>Differently Abled People and Human Rights</i> , New Royal Book Company. Gopal Iyer, K. 2003. <i>Migrant Labour and Human Rights in India</i> , Kanishka Publishers. | | |
| V | Challenges of Human Rights : Case studies: Gender, Women, Children | 12 | 10 |
| | 1 Open-Ended Exploration and Assessment: Group Assignment: | 12 | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | 2 | 3 | | | | 2 | | |
| CO 2 | 3 | | 3 | | 2 | | | | |
| CO 3 | | 3 | | | | | 3 | 3 | |
| CO 4 | | 2 | 2 | | | | | 2 | |
| CO 5 | | 3 | | | | | 3 | 3 | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | | ✓ |
| CO 2 | ✓ | | ✓ |
| CO 3 | ✓ | | ✓ |
| CO 4 | | ✓ | ✓ |

| | | | |
|------|--|---|---|
| CO 5 | | ✓ | ✓ |
|------|--|---|---|

GENDER POLITICS AND FEMINIST MOVEMENTS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL3MN205 | | | | |
| Course Title | GENDER POLITICS AND FEMINIST MOVEMENTS | | | | |
| Type of Course | Minor | | | | |
| Semester | III | | | | |
| Academic Level | 200-299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course aims to critically understand the global political institutions and the role of international institutions in the setting up of national and international policies. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---|
| CO1 | distinguish between the concepts of gender and sex. | R | F | Instructor-created exams / Quiz |
| CO2 | analyze the role of gender in the marginalization of women in society. | U,An | C | Instructor-created exams / Quiz |
| CO3 | describe the structure and functions of patriarchy within political systems. | U | C | Instructor-created exams / Home Assignments |
| CO4 | identify and analyze the patterns of sexual politics in various social contexts | U, An | K | Assignment |
| CO5 | apply critical thinking skills to political analysis and construct persuasive arguments using theoretical tools to explain historical events. | Ap, An | K | Seminar Presentation / Group Tutorial Work |

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (98) |
|----------|------------------------------|------------------------------|-------------|------------|
| I | Foundational Concepts | | 15 | 24 |
| | 1 | Understanding Gender and Sex | 6 | |
| | 2 | Patriarchy | 3 | |
| | 3 | Matriarchy | 3 | |

| | | | | |
|-----------|---|--|-----------|-----------|
| | 4 | LGBTQAI | 3 | |
| | | Sections from References: Butler, Judith. <i>Gender Trouble: Feminism and the Subversion of Identity</i> . New York: Routledge, 1990. de Beauvoir, Simone. <i>The Second Sex</i> . New York: Vintage Books, 1953. Millett, Kate. <i>Sexual Politics</i> . Garden City, NY: Doubleday Year of Publication, 1970. Lerner, Gerda. <i>The Creation of Patriarchy</i> . New York: Oxford University Press, 1986. Goettner-Abendroth, Heide. <i>Matriarchal Societies: Studies on Indigenous Cultures Across the Globe</i> . New York: Peter Lang, 2012. Eller, Cynthia. <i>The Myth of Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future</i> . Boston: Beacon Press, 2000. Warner, Michael. <i>The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life</i> . Cambridge, MA: Harvard University Press, 1999. Feinberg, Leslie. <i>Stone Butch Blues</i> . Ithaca, NY: Firebrand Books, 1993. McBride, Sarah. <i>Tomorrow Will Be Different: Love, Loss, and the Fight for Trans Equality</i> . New York: Crown Archetype, 2018. Lorde, Audre. <i>Zami: A New Spelling of My Name</i> . Freedom, CA: The Crossing Press, 1982. | | |
| II | | Gender and Politics | 10 | 24 |
| | 5 | Gender and equality | 3 | |
| | 6 | Gender and justice | 3 | |
| | 7 | Gender and Political representation | 4 | |
| | | Sections from References: Pateman, Carole. <i>The Sexual Contract</i> . Stanford: Stanford University Press, 1988. Gender, Development, and Welfare: Sen, Amartya. <i>Development as Freedom</i> . New York: Anchor Books, 1999. Phillips, Anne. <i>The Politics of Presence: Issues in Democracy and Gender</i> . Oxford: Oxford University Press, 1995. Bose, Brinda, and Nirmala Banerjee. <i>Women in Indian Politics: Power, Patriarchy and Vulnerability</i> . New Delhi: Oxford University Press, 2012. Basu, Amrita. <i>Women's Movements in the Global Era: The Power of Local Feminisms</i> . Boulder: Westview Press, 2010. Hochschild, Arlie Russell. <i>The Second Shift: Working Families and the Revolution at Home</i> . New York: Viking Penguin, 1989. Crompton, Rosemary. <i>Class and Stratification: An Introduction to Current Debates</i> . Cambridge: Polity Press, 2008. | | |

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|------------|---|-----------|-----------|
| | <p>Folbre, Nancy. <i>The Invisible Heart: Economics and Family Values</i>. New York: The New Press, 2001.</p> <p>Connell, Raewyn. <i>Gender and Power: Society, the Person, and Sexual Politics</i>. Stanford: Stanford University Press, 1987.</p> <p>Glazer, Nona Y. <i>Women's Paid and Unpaid Labor: The Work Transfer in Health Care and Retailing</i>. New York: Praeger, 1986.</p> | | |
| III | Women's Movements | 10 | 20 |
| | 8 Conceptualising Feminism | 2 | |
| | 9 Waves of Feminism | 2 | |
| | 10 Liberal Feminism | 2 | |
| | 11 Marxist and socialist Feminism | 2 | |
| | 12 Radical Feminism | 2 | |
| | <p>Sections from References:</p> <p>Chakravarti, Uma. <i>Gendering Caste: Through a Feminist Lens</i>. Kolkata: Stree, 2003.</p> <p>Collins, Patricia Hill. <i>Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment</i>. New York: Routledge, 1990.</p> <p>Crenshaw, Kimberlé. <i>Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color</i>. Stanford: Stanford Law Review, 1991.</p> <p>Federici, Silvia. <i>Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle</i>. Oakland: PM Press, 2012.</p> <p>Hartmann, Heidi. <i>The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union</i>. London: Pluto Press, 1981.</p> <p>hooks, bell. <i>Ain't I a Woman: Black Women and Feminism</i>. Boston: South End Press, 1981.</p> <p>Martín Alcoff, Linda. <i>Visible Identities: Race, Gender, and the Self</i>. Oxford: Oxford University Press, 2006.</p> <p>Merchant, Carolyn. <i>The Death of Nature: Women, Ecology, and the Scientific Revolution</i>.: Harper One, 1980.</p> <p>Rege, Sharmila. <i>Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios</i>. Kolkata: Stree, 2006.</p> <p>Shiva, Vandana. <i>Staying Alive: Women, Ecology, and Development</i>. London: Zed Books, 1988.</p> | | |
| IV | Women and Law in India | 10 | 20 |
| | 13 Constitutional Provisions | 5 | |
| | 14 Major Legislations: Protection of Women from Domestic Violence Act, 2005 , The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013, Dowry Prohibition Act 1961, 1986 | 5 | |

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|----------|---|---|----------|-----------|
| | Sections from References: Mookerjee, Nalini. <i>Trafficking of Women and Children in India</i> . Delhi: Gyan Publishing House, 2005. Poddar, Neerja. <i>Dowry: A Social Evil</i> . New Delhi: Gyan Publishing House, 1999. | | | |
| | Bhattacharya, Sabyasachi. <i>Sati: The Blessing and the Curse</i> . Calcutta: Anamika Kala Sangam, 1999. Pande, Rekha. <i>Family, Kinship, and Marriage in India</i> . New Delhi: Oxford University Press, 2003. Baxi, Pratiksha, and Geetanjali Gangoli. <i>Understanding Gender and Law in India</i> . London: Routledge, 2011. Agnes, Flavia. <i>Law and Gender Inequality: The Politics of Women's Rights in India</i> . New Delhi: Oxford University Press, 2001. Sen, Rukmini. <i>Women and Law in India: An Omnibus</i> . New Delhi: Oxford University Press, 2004. Nigam, Shalu. <i>Gender and Politics in India</i> . New Delhi: Oxford University Press, 2013. Dasgupta, Swati. <i>A Socio-Legal Study of Domestic Violence against Women in India</i> . New Delhi: Regency Publications, 2005. Singh, Charu. <i>Sexual Harassment at the Workplace in India: A Study of Private Sector Organizations</i> . Mumbai: Himalaya Publishing House, 2012. | | | |
| V | Womens's Movements: Case Studies | | 9 | 10 |
| | 1 | Case studies: 1. Identify the mottos of various women's movements. 2. Identify major issues of women's subjugation Real-World Issues Open-Ended Discussions Group Assignment | | |
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Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | | 1 | 3 | | | | 1 | | |
| CO 2 | | 3 | 3 | | | | | 3 | |
| CO 3 | 1 | 1 | 3 | | | | 1 | | |
| CO 4 | | 3 | | | | | 3 | | |
| CO 5 | 3 | 3 | | | | | 2 | | 3 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | | ✓ |
| CO 2 | ✓ | | ✓ |
| CO 3 | ✓ | | ✓ |
| CO 4 | | ✓ | ✓ |
| CO 5 | | ✓ | ✓ |

MULTI DISCIPLINARY COURSE**Social Media and Digital Politics**

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL2FM106-2 | | | | |
| Course Title | Social Media and Digital Politics | | | | |
| Type of Course | MDC | | | | |
| Semester | 2 | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | - | - | 45 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge and understanding on the functioning of social media. | | | | |
| Course Summary | This undergraduate course explores the role of social media in shaping social change and political dynamics in contemporary society. It focuses on how social media platforms influence political discourse, social | | | | |

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| | movements, and public opinion, as well as the challenges posed by misinformation, digital activism, and surveillance. The course will encourage students to critically analyze the intersection of technology, politics, and society, drawing from both theoretical frameworks and case studies. |
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Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|--|------------------|---------------------|--|
| CO 1 | Understand key communication theories In the context of digital platforms and analyze how social media platforms function as political communication tools. | U | F | Instructor-created Exams/Quiz |
| CO 2 | Analyze the impact of social media on the organization and outcomes of social movements by evaluating the dynamics of online activism and its potential for social change. | An | C | Seminar Presentation / Group Tutorial Work |
| CO 3 | Critically assess case studies of digital activism around the world. | U | F | Assignment / Observation of Practical Knowledge |
| CO 4 | Assess the ethical challenges surrounding privacy, surveillance, and regulation on social media. | U | P | Seminar Presentation / Group Tutorial Work |
| CO 5 | Evaluate the political implications of artificial intelligence and data interpretation | U | F | Assignment / Observation of Practical Knowledge/ Instructor-created Exams/Quiz |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (36 +9) | Marks (70) |
|----------|------|---|-------------------|---------------|
| I | | INTRODUCTION TO SOCIAL MEDIA AND POLITICS | 12 | 20 |
| | 1 | a) Overview of Social Media Platforms and Their Role in Politics Key Points: <ul style="list-style-type: none"> • Definition of social media and its various platforms (Facebook, Twitter, Instagram, YouTube etc.) • The role of social media in shaping political discourse. • Examples of political movements facilitated by social media. b) Historical Context: The Evolution of Political Communication Key Points: <ul style="list-style-type: none"> • Transition from traditional media to digital platforms. • Historical milestones in political communication. • The impact of the internet on political engagement. | 5 | |
| | 2 | a) Key Concepts: Digital Citizenship, Political Engagement, and Activism Key Points: <ul style="list-style-type: none"> ▪ Definition of digital citizenship. ▪ The role of online activism in modern politics. ▪ Case studies of successful digital activism (Occupy wall street movement, Nirbhaya Movement). b) Theories of Communication in the Digital Age <ul style="list-style-type: none"> ▪ Overview of communication theories relevant to social media. ▪ Karl Deutsch's communication theory ▪ Agenda-setting theory and its application in digital contexts. ▪ Mobilization theory and its relevance to online activism. | 5 | |
| | 3 | a) Case Study: The Arab Spring and Social Media's Role Key Points: <ul style="list-style-type: none"> ▪ Overview of the Arab Spring events. ▪ Analysis of social media's role in mobilizing protests. ▪ Lessons learned from the Arab Spring. | 2 | |

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|-----------|--|---|----------|-----------|
| | | Readings list <ul style="list-style-type: none"> • Castells, M. (2012). <i>Networks of Outrage and Hope: Social Movements in the Internet Age</i>. Polity Press. • Chadwick, A. (2017). <i>The Hybrid Media System: Politics and Power</i>. Oxford University Press. • Papacharissi, Z. (2010). <i>A Private Sphere: Democracy in a Digital Age</i>. • Habermas, J. (1989). <i>The Structural Transformation of the Public Sphere</i>. MIT Press. • Castells, M. (2012). <i>Networks of Outrage and Hope: Social Movements in the Internet Age</i>. Polity Press. | | |
| II | SOCIAL MEDIA AS A TOOL FOR POLITICAL MOBILIZATION | | 8 | 15 |
| | 4 | Hashtag Activism: #MeToo, #BlackLivesMatter and Beyond Key Points: <ul style="list-style-type: none"> ▪ Definition and significance of hashtag activism. ▪ Case studies of #MeToo and #BlackLivesMatter movements. ▪ The impact of social media on public awareness and policy change. | 2 | |
| | 5 | The Role of Influencers in Political Campaigns Key Points: <ul style="list-style-type: none"> • Definition of social media influencers. • Analysis of their impact on political campaigns. • Case studies of influencer-led political movements. | 2 | |
| | 6 | Digital Campaign Strategies: Micro-targeting and Data Analytics Key Points: <ul style="list-style-type: none"> • Overview of micro-targeting in political campaigns. • The role of data analytics in shaping campaign strategies. • Ethical considerations in data usage. | 2 | |
| | 7 | The Impact of Social Media on Voter Turnout and Engagement Key Points: <ul style="list-style-type: none"> • Analysis of social media's influence on voter behaviour. (Example Political Campaigns in US Elections) • Case studies of elections with significant social media engagement. • Strategies to enhance voter turnout through social media. | 2 | |
| | Readings list <ul style="list-style-type: none"> • Tufekci, Z. (2017). <i>Twitter and Tear Gas: The Power and Fragility of Networked Protest</i>. Yale University Press • Bennett, W. L., & Segerberg, A. (2013). <i>The Logic of Connective Action: Digital Media and the Personalization of Contentious Politics</i>. Cambridge University Press. • Kreiss, D. (2016). <i>Prototype Politics: Technology-Intensive</i> | | | |

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|------------|----|---|-----------|-----------|
| | | <p><i>Campaigning and the Data of Democracy</i>. Oxford University Press.</p> <ul style="list-style-type: none"> • Persily, N., & Tucker, J. A. (Eds.). (2020). <i>Social Media and Democracy: The State of the Field, Prospects for Reform</i>. Cambridge University Press. • Allcott, H., & Gentzkow, M. (2017). "Social Media and Fake News in the 2016 Election." <i>Journal of Economic Perspectives</i>. | | |
| III | | CHALLENGES OF DIGITAL POLITICS | 10 | 15 |
| | 8 | <p>Misinformation and Fake News: Definitions and Impacts</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Definitions of misinformation and fake news. • The impact of fake news on public opinion and democracy. • Strategies to combat misinformation. | 2 | |
| | 9 | <p>The Role of Algorithms in Shaping Political Discourse</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Overview of algorithms used by social media platforms. • The impact of algorithms on content visibility and engagement. • Ethical implications of algorithm-driven content. | 2 | |
| | 10 | <p>Privacy, Surveillance and Data Security in the Digital Age</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Overview of privacy concerns in digital politics. • The role of surveillance in political communication. • Case studies of data breaches and their implications (yahoo Data Breach, Facebook-Cambridge Analytica Scandal) | 2 | |
| | 11 | <p>a) Censorship and Free Speech on Social Media Platforms</p> <p>Key Points:</p> <ul style="list-style-type: none"> • The balance between free speech and censorship. • Case studies of censorship on social media platforms (The IT Rules 2021, Blocking of Political Content against Govt). • The role of government regulation in digital spaces. <p>b) Case Study: The Cambridge Analytica Scandal</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Overview of the Cambridge Analytica scandal. • Analysis of data misuse in political campaigns. • Implications for privacy and regulation. | 4 | |

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|-----------|---|--|----------|-----------|
| | Readings list | | | |
| | <ul style="list-style-type: none"> Vaidhyanathan, S. (2018). <i>Antisocial Media: How Facebook Disconnects Us and Undermines Democracy</i>. Oxford University Press. Gillespie, T. (2018). <i>Custodians of the Internet: Platforms, Content Moderation, and the Hidden Decisions that Shape Social Media</i>. Yale University Press. Zuboff, S. (2019). <i>The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power</i>. PublicAffairs. Gillespie, T., Boczkowski, P. J., & Foot, K. A. (Eds.). (2014). <i>Media Technologies: Essays on Communication, Materiality, and Society</i>. MIT Press. Zuboff, S. (2019). <i>The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power</i>. PublicAffairs. | | | |
| IV | THE FUTURE OF POLITICS IN THE DIGITAL ERA | | 6 | 15 |
| | 12 | Emerging Trends in Digital Politics: AI and Big Data Key Points: <ul style="list-style-type: none"> Overview of AI's role in political communication. The impact of big data on political strategies. Ethical considerations in AI usage | 2 | |
| | 13 | The Role of Social Media in Global Political Movements Key Points: <ul style="list-style-type: none"> Analysis of global movements facilitated by social media. Case studies of movements in different countries (Fridays for Future Movement). The role of transnational networks in activism. | 2 | |
| | 14 | Digital Democracy: Opportunities and Challenges Key Points: <ul style="list-style-type: none"> The concept of digital democracy and its implications. Opportunities for citizen engagement through digital platforms. Challenges to democratic processes in the digital age. | 1 | |
| | 15 | The Future of Political Communication: Predictions and Implications Key Points: <ul style="list-style-type: none"> Trends shaping the future of political communication. The role of emerging technologies in politics. Predictions for the future of social media and politics. | 1 | |
| | Readings list | | | |
| | <ul style="list-style-type: none"> Kreiss, D. (2016). <i>Prototype Politics: Technology-Intensive Campaigning and the Data of Democracy</i>. Oxford University Press. Tufekci, Z. (2017). <i>Twitter and Tear Gas: The Power and Fragility</i> | | | |

| | | | | |
|---|--|--|---|---|
| | <i>of Networked Protest</i> . Yale University Press. <ul style="list-style-type: none">Papacharissi, Z. (2010). <i>A Private Sphere: Democracy in a Digital Age</i>.Persily, N., & Tucker, J. A. (Eds.). (2020). <i>Social Media and Democracy: The State of the Field, Prospects for Reform</i>. Cambridge University Press. | | | |
| V | The Role of Youth in Shaping Digital Politics | | 9 | 5 |
| | 1 | Key Points: <ul style="list-style-type: none">The significance of youth engagement in digital politics.Case studies of youth-led movements.Strategies for fostering political engagement among young people. | | |

Books and References:

- Bennett, W. L., & Segerberg, A. (2013). *The Logic of Connective Action: Digital Media and the Personalization of Contentious Politics*. Cambridge University Press.

Mapping of COs with PSOs and POs:

| | PSO1 | PSO2 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | | 2 | 3 | | | 3 | | | |
| CO 2 | | 3 | | 3 | | | 3 | | |
| CO 3 | | 3 | 2 | | | | 3 | | |
| CO 4 | | 2 | | | | 2 | | 3 | |
| CO 5 | | 2 | 2 | | | 3 | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | | ✓ |
| CO 2 | ✓ | ✓ | ✓ |
| CO 3 | | ✓ | ✓ |
| CO 4 | ✓ | | ✓ |
| CO 5 | ✓ | ✓ | ✓ |

**I SEMESTER B A DEGREE EXAMINATION
POL2FM106: SOCIAL MEDIA AND DIGITAL POLITICS**

Maximum Time:1.5 hrs

Maximum Marks:50

Section A

Answer all. Each question carries 2 marks (Ceiling 16 marks)

1. Define social media and name two key platforms used in political discourse.
2. What is digital citizenship?
3. Briefly explain the concept of hashtag activism with one example.
4. Describe the role of influencers in political campaigns.
5. What is misinformation, and how does it impact public opinion?
6. Define micro-targeting in political campaigns.
7. List two key ethical concerns related to data usage in digital campaigns.
8. What is the primary role of algorithms on social media platforms?
9. How did the Arab Spring demonstrate the role of social media in political mobilization?
10. Describe the concept of digital democracy.

Section B

Answer all. Each question carries 6 marks (Ceiling 24 marks)

11. Discuss the role of social media in shaping political movements, with examples.
12. Explain the transition from traditional media to digital media in political communication.
13. Analyze the impact of social media on voter turnout and engagement in recent elections.
14. Discuss the ethical implications of algorithm-driven content on political discourse.
15. Describe the impact of the Cambridge Analytica scandal on privacy and political campaigns.

Section C

Answer any one. Each question carries 10 marks (1 x 10 = 10 marks)

16. Examine the role of social media in the Arab Spring, including lessons learned from its influence on political mobilization.
17. Evaluate the challenges and opportunities of digital democracy in the modern political landscape, focusing on privacy, data security, and misinformation.

1st Semester Degree Examination, October 2024

POL1MN102: A Preface to Indian Constitution

(Credits: 4)

Maximum Time: 2 Hours

Maximum Marks: 70

Section A

(Answer all questions. Each question carries 3 marks. Ceiling: 24 Marks)

1. Define Constitutionalism and its significance.
2. Explain the concept of a rigid constitution with examples.
3. Write a short note on Parliamentary Supremacy.
4. What is the Doctrine of Basic Structure?
5. Explain the concept of Sovereign, Socialist, and Secular state as mentioned in the Preamble.
6. Write a short note on Article 21.
7. Differentiate between capital punishment and life imprisonment.
8. What is meant by Habeas Corpus?
9. List out the Liberal Principles in the Directive Principles of State Policy (DPSP).
10. Briefly explain the process of passing a Constitutional Amendment Bill.

Section B

(Answer all questions. Each question carries 6 marks. Ceiling: 36 Marks)

11. Discuss the role and importance of the Constitution as the fundamental law in a democracy.
12. Evaluate the Government of India Act of 1935 and its impact on Indian governance.
13. Explain the concept of ex post facto laws and the protection against self-incrimination with relevant case studies.
14. What is meant by “equality before the law”? Discuss the provisions in the Constitution aimed at achieving this equality.
15. Analyze the relevance of Gandhian Principles in DPSP.
16. Evaluate the importance of the Fundamental Rights in the Indian Constitution.
17. Discuss the powers and responsibilities of the Union Public Service Commission (UPSC).
18. Describe the provisions of Financial Emergency under Article 360.

Section C

(Answer any one question. Each question carries 10 marks)

19. Discuss the historical development and salient features of the Indian Constitution.

20. Analyze the implementation and challenges in realizing the goals set out in the Directive Principles of State Policy (DPSP) in India.